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AUTHOR Karelius, Karen
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ABSTRACT

The Women's Workshop Notebook is the tool used in the nine-week course designed for the mature woman returning to school at Antelope Valley College. The notebook exercises along with the group interaction and instruction stress the importance of personal assessment of strengths, weaknesses, dreams, deliberations and life history in decision-making. The assumption is that a woman must know her assets, limitations, and ambitions before she can effectively and fruitfully engate in career, personal, or educational redirection. Because women possess varied and complex personalities, the exercise ranging from the management survey to the personal history journal experience, are aimed at altering each woman to another aspect of her self. The versatility of the exercises duplicated in the notebook makes them useful at other times of transition in the woman's life. (Author/VG)

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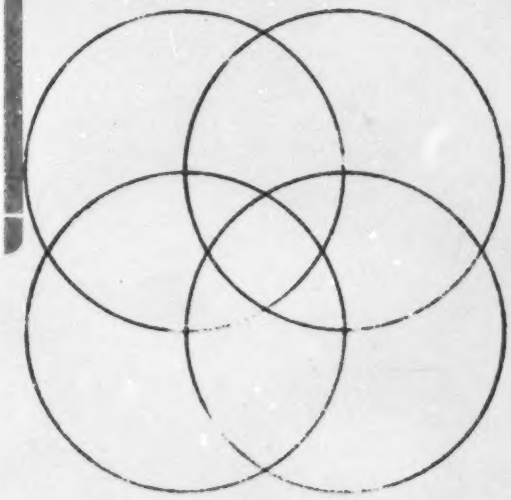

WOMEN'S WORKSHOP

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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prepared by
Karen Karelius
Counselor
Antelope Valley College
Lancaster, California

CG011562

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WOMEN'S WORKSHOPS

Tuesday workshop 11:00 - 12:30 p.m.
Wednesday workshop 1:00 - 2:30 p.m.

Karen Karelius
Ext. 272

This workshop exists for you, to serve you in any way you wish it to. Through my experiences as a student, a counselor of women, and as a human being searching for value and the realization of my own particular personal potential, I hope to be a resource person for you as you embark again, on your academic pursuits.

Many of you are returning to school with a different perspective on learning and development. Experience, circumstances, have seasoned you. Whether you are returning to gather skills, to enter the job market, to prepare for further studies or to seek individual enrichment, you are a different woman than you were in high school. Hopefully, the workshop will serve as a helpful addition to your chosen curricula.

Below, I have constructed a calendar of experiences that will facilitate our personal and academic growth. In addition to the stated exercises, we will be engaging in informal sharing of common difficulties and subsequent opportunities for personal growth.

SUGGESTED READINGS

Bach, George R. Pairing: How to Achieve Genuine Intimacy. New York: Avon Books, 1970. ($1.75 - available in AVC Marauder Bookstore)

Bloom, Lynn F. The New Assertive Woman. New York: Delacorte Press, 1975. ($7.95 - available in AVC Marauder Bookstore)

Claremont de Castillejo, Irene. Knowing Woman: A Feminine Psychology. New York: Harper Books, 1973. ($2.45)

Harding, M. Esther. The Way of All Women. New York: Harper Books, 1970

Fensterheim, Herbert. Don't Say Yes When You Want to Say No. New York: David McKay Co., 1975. ($9.95 - paperback is now available)

Nin, Anais Diaries (all volumes). New York: The Swallow Press, 1966. ($2.85 - available almost anywhere in the Valley)

Sheehy, Gail. Passages: Predictable Crises in Adult Life. New York: E.P. Dutton & Co., Inc., 1976.

WOMEN'S WORKSHOP AGENDA
Spring, 1977

WEEK #	DATE, ACTIVITY
I	February 15,16 Introductions, questionnaire, assembling a Women's Workshop notebook. Time line and academic questionnaires distributed and explained.
II	February 22, 23 Discussion of time lines, values and priorities. Time management and planning. Assertiveness basics, assertiveness questionnaire and uptight questionnaire distributed.
III	March 1,2 Discussion of assertiveness questionnaire and some assertiveness training. Distribution of work experience, vocational and recreational questionnaires.
IV	March 8,9 Discussion of vocational questionnaires. Integrating past experiences with the present and the future, steppingstones exercise. Idealized self-image and goal-setting activities. Distribution of personal questionnaire.
V	March 15,16 Discussion of personal inventory. Writing the "vita" in class.
VI	March 22, 23 Film: "Does Anybody Need Me Anymore?" Discussion and interaction.
VII	March 29,30 Strong-Campbell Interest Inventory ($3.50)
	*****EASTER VACATION APRIL 4-9*****
VIII	April 12,13 Film: "The Quiet Revolution of Mrs. Harris" Discussion and Interaction.
IX	April 19,20 Strong-Campbell Interest Inventory discussed. Final workshop session.

ANTELOPE VALLEY COLLEGE

WOMEN'S WORKSHOP QUESTIONNAIRE

Age_____

Marital Status_____

Educational Level
- 0-8th grade_____
- 9-11th _____
- high school diploma_____
- some college_____
  - A.A._____
  - B.A._____
- business or professional school_____

Number of Children and ages
- pre-school_____
- elementary_____
- jr. high_____
- high school_____
- college_____
- other_____

Reason(s) for attending college:
- _____ To gain background necessary for employment (vocational)
- _____ To enrich one's life - desire and curiosity for knowledge
- _____ To gain academic credit toward a professional career
- _____ To find oneself and define one's interests, strengths and weaknesses

Problem(s) encountered while attending college:
- _____ Home/school time management
- _____ Taking notes in class
- _____ Taking tests
- _____ Feeling guilt for "neglecting" usual household chores
- _____ Child care
- _____ Feeling isolated in college setting
- _____ Financial assistance
- _____ Lack of confidence

How long has it been since you have attended school on a full-time basis?
- _____ 0-5 years
- _____ 5-10 years
- _____ 10-15 years
- _____ 15-20 years
- _____ 20-30 years

Have you attended Antelope Valley College before this semester?
- _____ yes
- _____ no

Number of units enrolled in this semester_____

GOALS while at A.V. College
- _____ Attainment of AA degree
- _____ Attainment of vocational certification
- _____ RN or LVN degree
- _____ Self-knowledge
- _____ Stimulation and support
- _____ Other (please specify)

_____

WOMEN'S WORKSHOP
Time Line Exercise

EXERCISE:

1. For the next week, keep close track of your daily activities.

2. Set aside a time each day when you write down the major activities of that day by hours.

3. Be aware, as much as you can, of your emotional peaks and valleys, the times you feel the best, the hours you feel the worst. Be sure to note those times on your time-line exercise.

PURPOSE:

This exercise clarifies, in a very real sense, the value and priority system under which you currently operate. Certain activities take priority over others and you may come to realize what those priorities are by keeping track of your busy week.

This exercise also can identify problem times that may occur during your day or week. Certain times of day or days of the week can be harder than others to deal with. Having identified the problem time is the first step toward dealing with behavior that you wish to change.

TIME LINE EXERCISE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
						6
						7
						8
						9
						10
						11
						12 N
						1 PM
						2
						3
						4
						5
						6
						7
						8
						9
						10
						11
						12 M
						1
						2

WOMEN'S WORKSHOP

QUESTIONNAIRE ON CLASS-RELATED PERFORMANCE

1. What things are expected of you?

2. How do you feel about your ability to cope with what is expected?

3. What are your expectations of the class?

4. Why are you taking the class?

5. Is the textbook difficult or easy for you?

6. Do you have written assignments? Tests?

7. Is classroom discussion an important component of the class?

8. Is it easy or difficult for you to participate?

9. Do you want to participate but find it difficult?

10. Do you feel free to approach the instructor?

11. Are there others in the class you can communicate with regarding difficulties?

12. Do you wish to communicate with classmates but find it difficult?

13. Is it difficult for you to concentrate on lectures?

14. Can you take notes that you can comprehend later?

15. Is it difficult or easy for you to read assignments or complete homework? How?

WOMEN'S WORKSHOP

Education Questionnaire

1. How far have I gone in school?

2. When did I last attend school?

3. Which were my best subjects?

4. Which were my poorest subjects?

5. What night or adult education courses have I attended?

6. What skills or abilities do I have now that could be applied to a job situation?

7. What further educational plans do I have? Why?

8. How much time would I have available for course work?

9. How would my husband and children feel about my attending school?

10. Do I have the ability to take college courses?

PINPOINTING YOUR OWN DIFFICULTIES

In determining your own assertive problems, you should evaluate your own specific problems in assertion and the fears that keep you from achieving the assertive state.

Assertiveness Inventory

Purpose: To alert you to your particular problem areas.

Step One: Answer each question by placing a yes or no alongside it. For a somewhat more precise answer, you can use the terms always, often, sometimes, never.

Step Two: Circle the answers that indicate you have a difficulty in assertion. Now, see if you can write a sentence or a series of sentences after these circled answers explaining your assertive problems in your own words.

For example, if your answer to Question 7 shows you feel dissatisfied with your social life, you might write "I have no social life because I don't like to make overtures and no one makes them to me." Or if your response to Question 22 shows that you have assertive difficulties with subordinates, you might state, "I have trouble giving orders to my assistant because I'm afraid he won't like me if I do."

1. Do you buy things you don't really want because it is difficult to say no to the salesman?
2. Do you hesitate to return items to a store even when there is a good reason to do so?
3. If someone talks aloud during a movie, play, or concert, can you ask him to be quiet?
4. Can you begin a conversation with a stranger?
5. Do you have trouble maintaining conversations in social situations?
6. Do people act as if they find you boring?
7. Are you satisfied with your social life?
8. When a friend makes an unreasonable request, are you able to refuse?
9. Are you able to ask favors or make requests of your friends?
10. Can you criticize a friend?
11. Can you praise a friend?
12. When someone compliments you, do you know what to say?
13. Is there someone with whom you can share your intimate feelings?
14. Would you rather bottle up your feelings than make a scene?
15. Are you satisfied with your work habits?
16. Do people tend to exploit you or push you around?
17. Can you be open and frank in expressing both tender and angry feelings to men?
18. Can you be open and frank in expressing both tender and angry feelings to women?
19. Do you find it difficult to make or accept dates?
20. Are you spontaneous during sex play and intercourse?
21. Are you satisfied with your progress in your career?
22. Do you find it difficult to upbraid a subordinate?
23. Are you (or would you be) a good model or assertiveness for your own child?

WOMEN'S WORKSHOP

Uptight Inventory

PURPOSE: To identify the things that make you feel tense, fearful or otherwise disturbed.

DIRECTIONS: Look over the following "situations" and rate each accordingly by using the following scale. The situation disturbs you

1. not at all
2. a little
3. much
4. very much

1. Loud voices
2. Speaking in public
3. People who seem insane
4. Being teased
5. Failure
6. Strangers
7. Feeling angry
8. People in authority
9. Feeling tender
10. Tough-looking people
11. Being watched while at work
12. Receiving a compliment
13. Being criticized
14. Angry people
15. Being ignored
16. Looking foolish
17. Being disliked
18. Making mistakes
19. A lull in the conversation

We will correlate the "results"of this exercise with the results of the assertiveness inventory. You will more than likely find out some interesting things about yourself through these exercises.

WOMEN'S WORKSHOP

WORK EXPERIENCE QUESTIONNAIRE

1. What jobs have I held since age sixteen? (Volunteer...church, community vs. paid)

2. What aspect of these jobs did I enjoy? Why?

3. What aspects of these jobs did I dislike? Why?

4. What kind of an employee was I?

5. What compliments did I receive from bosses or co-workers?

6. What criticisms or suggestions did I receive?

7. What would be an ideal job for me?

WOMEN'S WORKSHOP

Recreational/Vocational Questionnaire

I. Hobbies, Interests, Sports

1. What activities, hobbies, interests, sports, etc., do I actively participate in?

2. Which ones of these do I really get excited about? Why?

II. My Future

1. Education and training.

2. Career and job.

3. Activities and interests.

4. Plans and goals related to other people.

WOMEN'S WORKSHOP
Idealized Self-Image Exercise

1. Without reservation or concern for what your present condition is, write a statement or essay describing who you wish to be. The essay will begin something like, "I would like to be a woman who..." Be as free and honest as you can in your essay. Take at least one-half hour to consider.

2. Now, go through your essay underlining all the characteristics of your ideal self.

3. Make a list of these characteristics and place them under one of two categories: "Now Possess" and "Do Not Possess."

4. Concentrate on the "now possess" category. Congratulate yourself. Also be aware of what it takes to maintain that characteristic and make a list of those actions or attitudes.

5. Concentrate on the "do not possess" category. Don't punish yourself but list, systematically the characteristics that you do not possess. You will find that they will fall into two categories. 1) Long-range goals and 2) short-range goals.

   For instance:

Long-range goal	Short-range goal
Become a lawyer	Become well-dressed

6. Now, look at each of your goals, both long-range and short-range, and make another list with the goal at the top and the steps you need to take to achieve that goal. For instance:

   Become a lawyer:
   1. go back to school
   2. earn AA degree
   3. earn BA degree
   4. volunteer work in legal aid
   5. law school

7. Finally, start making some decisions about which of the characteristics that your Ideal Self possesses you might want to develop. Then you can move from feeling discouraged or disappointed about where you are to becoming involved in your own development.

WOMEN'S WORKSHOP

Singular Achievement Steppingstones

EXERCISE:

1. In quietness, think over the past ten years and think of something that you are proud of, an achievement, an accomplishment, perhaps an award. Something probably jumped into your mind as you read that last sentence. Yes, use it because it occured to you first.

2. Now, on a clean piece of paper, write down what the achievement was and why you are proud of it. How did making an achievement or accomplishing something make you feel?

3. List in detail the parts of the achievement that needed to be accomplished. Make a list of the steppingstones of the achievement starting with "I had an idea" and then the other steps, no matter how small, that you had to go through to accomplish your task.

   Now you have a list of strengths and skills from which to build from.

PURPOSE:

This exercise will help you to pinpoint your strengths, talents, capabilities and interests. We all wish to engage in meaningful work and this activity will hopefully encourage you to participate in fulfilling and meaningful activities.

WOMEN'S WORKSHOP

Personal Questionnaire

I. Attitudes Toward Myself

1. What are my strengths?

2. What are my weaknesses?

3. What do I worry about the most?

4. What is my biggest problem?

5. What things in my life do I dislike?

6. What have I accomplished in life so far?

7. What was the happiest period in my life? Why?

8. What gives me satisfaction in life?

9. In what ways do I punish myself?

10. What motivates me?

Personal Questionnaire (continued)

II. Attitudes Toward People

1. The kind of people I get along best with are:

2. The kind of people I clash with are:

3. How many close friends do I have? What is it I like about each one? (use back of this sheet if necessary)

4. Would I prefer working mostly with men or women?

5. How much contact with other people do I need?

6. My arguments with other people are mostly about:

III. How Others See Me

1. What is the best compliment my husband has paid me?

Personal Questionnaire (continued)

2. In what ways would my husband like me to change?

3. What do other people like best about me?

4. What do other people dislike about me?

WOMEN'S WORKSHOP
Steppingstones

EXERCISE:

In quietness, let your thoughts and feelings flow back over your life. Certain instances, people, places will pop into your consciousness as being significant turning points, steppingstones, in your development.

Without judgment or any conscious attempt to edit the events that come to you spontaneously regarding your own steppingstones, jot down eight to twelve events that occur to you. Begin first with "I was born" and then let the other seven to eleven events come to you.

PURPOSE:

This exercise is designed to allow you to see the unfolding of your own life, a life that is unique and complex, a work of art. It is also important for us to realize that the past is an important point of who we are now, in the present moment. The past does not limit our possibilities for the future but it does color our perceptions and does in some way dictate the options open to us.

WOMEN'S WORKSHOP

The Vita

During the past weeks you have been involved in looking at yourself from many angles, trying to find out what you value, enjoy, dislike, hope for as well as what you have experienced thus far in your life.

From your findings and your meditations on where you are now in your life, write about yourself as fully and thoroughly as your soul leads you. Imagine that you are writing to the most special friend you have, describing yourself as fully as you can so your friend can thoroughly know and understand you.

This meditation or letter can include your past, your present and your hoped-for future.

WOMEN'S WORKSHOP

The Workshop Notebook

Each of us is a complex person, possessing many different sides to her personality. We may be, at any given time, a student, a citizen, a worker, a wife, a lover, a friend, a mother, a daughter, an individual in the universe. The Women's Workshop has hopefully encouraged you to assess each of these separate selves and to see how they all come together to form the unique self that you are today.

Below is a summary of each exercise and how it may help alert you to another aspect of your self. These exercises can be used over again and again during other times of transition in your life.

YOU AND YOUR TIME

1. Time Line

YOU AND SCHOOL

2. Class-related Performance Questionnaire
3. Education Questionnaire

YOU AND SOCIETY

4. Assertiveness Inventory
5. Uptight Inventory

YOU AND YOUR WORK

6. Work Experience/Recreation Questionnaire
7. Singular Achievement Steppingstones
8. Idealized Self-Image and Goal-Setting

YOU AND YOUR INNER UNIVERSE

9. Personal Questionnaire
10. Steppingstones
11. The Vita

YOU AND YOUR CAREER

12. The Strong-Campbell Interest Inventory.

The Women's Workshop Notebook is the tool used in the nine-week course designed for the mature woman returning to school at Antelope Valley College. The notebook exercises along with the group interaction and instruction stress the importance that personal assessment of strengths, weaknesses, dreams, deliberations and life history plays in decision-making. Before any person can effectively and fruitfully engage in career, personal, or educational redirection, she must first know where she is and where she wants to go.

Each woman possesses different sides to her complex personality. Each exercise, from the time management survey to the personal history journal experience, helps alert each woman to another aspect of her self. The exercises duplicated in the notebook can be used over again and again during other times of transition in the woman's life.